

School Accountability Report Card

Reported Using Data from the 2019–2020 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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

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About This School

Contact Information (School Year 2020–2021)

District Name

Los Angeles Unified

Phone Number

(213) 241-1000

Superintendent

Austin Beutner

Email Address

austin.beutner@lausd.net

Website

www.lausd.net

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: 1/13/2021

School Description and Mission Statement (School Year 2020–2021)

For more than 25 years, The Accelerated Schools, which includes Accelerated Charter Elementary School, 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.

Accelerated Charter Elementary School 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 the Accelerated Charter Elementary School 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.

Mission Statement: 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.

With the transition to distance learning in Spring 2020, our school continued to struggle with daily attendance and participation but in this case it was due to trauma and the impact of the pandemic on households in addition to distance learning. Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning.

2020-21 school year: Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the TAS administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- Mindfulness - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.
- Culture Building Activity – teachers are utilizing community circles, virtual journaling, world check-ins, story building

We will continue to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. We will work closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that support mental health, online engagement, and diversity and inclusion

- Ongoing family readiness surveys
- All stakeholders represented on Site Level Reentry Committees
- Creating a centralized feedback system for families
- Providing education for families around supporting children on non-physical learning days
- Establishing home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensuring all families stay “connected” to The Accelerated Schools

Last updated: 1/13/2021

Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | 90 |
| Grade 1 | 72 |
| Grade 2 | 72 |
| Grade 3 | 72 |
| Grade 4 | 68 |
| Grade 5 | 70 |
| Grade 6 | 50 |

| Grade Level | Number of Students |
|--------------------|---------------------------|
| Total Enrollment | 494 |

Last updated: 1/13/2021

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 0.20 % |
| American Indian or Alaska Native | % |
| Asian | % |
| Filipino | % |
| Hispanic or Latino | 87.00 % |
| Native Hawaiian or Pacific Islander | % |
| White | 0.20 % |
| Two or More Races | % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 92.50 % |
| English Learners | 37.00 % |
| Students with Disabilities | 10.70 % |
| Foster Youth | 0.20 % |
| Homeless | % |

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 2018– 2019 | School 2019– 2020 | School 2020– 2021 | District 2020– 2021 |
|--|----------------------------------|----------------------------------|----------------------------------|------------------------------------|
| With Full Credential | 21 | 21 | 21 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Last updated: 1/13/2021

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|--|------------------|------------------|------------------|
| 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: 1/13/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

| 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 Wonders Works Intervention Wonders for English Learners | | 0.00 % |
| Mathematics | Engage NY. Eureka Math | | 0.00 % |
| Science | McGraw-Hill Inspire Science | | 0.00 % |
| History-Social Science | Harcourt Brace, Reflecciones | | 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: 1/13/2021

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:
1/13/2021*

| 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 | |

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

Overall Facility Rate

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

Overall Rating

Exemplary

Last updated: 1/13/2021

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 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 47.0% | N/A | 45.0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 37.0% | N/A | 34.0% | N/A | 39% | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/13/2021

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

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 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | 28 | N/A | 23 | N/A | 30 | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/13/2021

CAASPP Tests Results in Science by Student Group

Grades Five, Eight and High School (School Year 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

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 2019–2020)

| | 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 | |
|--------------------|---|---|--|-----|
| Grade Level | 5 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/13/2021

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 2020–2021)

ACES holds monthly parent meetings where families meet in tow ways:

- parents meet with thir child's teacher to recieve 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 of 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.
- Prarent participate in School Site Council (SSC) and English Learner Advisory Committee (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.

During this pandemic, Accelerated Charter Elementary School (ACES) has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, a focus on tiered intervention support for students who need additional social-emotional and/or academic support.

- March 2020: Parent survey to assess student technology and connectivity needs (Gr TK-6)
- March – June: Outreach and stakeholder engagement took place via weekly robocalls, daily phone calls, weekly Remind App notifications and (3) Parent Townhall meetings.
- April – June: Approximately 75% of Parents and students participated in online surveys which focused on: food insecurity, shelter/housing, mental health needs, technology and connectivity needs, school reentry preferences (in-person/hybrid versus distance learning), school safety and childcare needs. April/May: 72% participation rate; June 78% participation rate.
- Summer 2020: Reentry committee was developed composed of teachers, parents and classified employees used these survey results to begin planning for the beginning of the school year. As the reentry team built schedules for the school, teachers had an opportunity to provide feedback through email or online meetings.
- During the summer, our school surveyed families to identify their educational model preference for the 2020-21 school year (In-person/hybrid versus Distance Learning).
- July 29th: a parent meeting was held to review the plans for the beginning of the school year. Each time, parents were able to ask questions. Administration used the questions as a source of feedback to continue to provide support for families and make adjustments where needed. Town Halls were held in both English and Spanish.
- August 5th: Hosted a parent town hall for new families to provide information on resources: technology, Grab and Go meals.
- August – September: Grade level parent meetings were held to review the distance learning schedules, upcoming assessments and how to access supports and resources.
- Parents are informed of upcoming meetings, town halls, SSC/ELAC via the Remind App and Robocalls.

To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

We will continue to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. We will work closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that support mental health, online engagement, and diversity and inclusion

- Ongoing family readiness surveys
- All stakeholders represented on Site Level Reentry Committees
- Creating a centralized feedback system for families
- Providing education for families around supporting children on non-physical learning days
- Establishing home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensuring all families stay “connected” to The Accelerated Schools

Last updated: 1/13/2021

State Priority: Pupil Engagement

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017–2018 | School 2018–2019 | District 2017–2018 | District 2018–2019 | State 2017–2018 | State 2018–2019 |
|-------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Suspensions | 0.20% | 0.00% | 0.80% | 0.70% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% |

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–2020 | District 2019–2020 | State 2019–2020 |
|-------------|-----------------------------|-------------------------------|----------------------------|
| Suspensions | 0.00% | -- | -- |
| Expulsions | 0.00% | -- | -- |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/13/2021

School Safety Plan (School Year 2020–2021)

At Accelerated Charter Elementary School 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 understanding of age-appropriate behaviors.

In order to support personal responsibility and positive social interactions schoolwide, Accelerated Charter Elementary School has developed a school wide plan for positive discipline and support. Together, students, staff and families will build a foundation that students will need in 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 the philosophy to be truly effective, there must be continuity in the home environment.

Statement and Purpose:

We in the TAS 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 for others so that power learning will take.

Components of 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 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 Faculty, Students, and Families; Reasonable and Appropriate Consequences and Negative Behaviors; Consistent Acknowledgement of Appropriate Behaviors.

The Safety Plan is reviewed, updated, discussed with various stakeholders (SSC, ELAC, Safety Plan Committee) and Board approved by March of each year for the following year.

Last updated: 1/13/2021

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 (2017–2018)

| Grade Level | Average Class Size | Number of Classes * | Number of Classes * | Number of Classes * |
|-------------|--------------------|---------------------|---------------------|---------------------|
| | | 1-20 | 21-32 | 33+ |
| K | | 23.00 | 1 | 3 |
| 1 | 24.00 | 3 | | |
| 2 | 23.00 | 3 | | |
| 3 | 24.00 | 3 | | |
| 4 | 36.00 | | 2 | |

| Grade Level | Average Class Size | Number of Classes * | Number of Classes * | Number of Classes * | |
|-------------|--------------------|---------------------|---------------------|---------------------|---|
| | | 1-20 | 21-32 | 33+ | |
| | | K | 23.00 | 1 | 3 |
| 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 (2018-2019)

| Grade Level | Average Class Size | Number of Classes * | Number of Classes * | Number of Classes * | |
|-------------|--------------------|---------------------|---------------------|---------------------|---|
| | | 1-20 | 21-32 | 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 | | |

| | | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ | |
|--------------------|---------------------------|---|--|--|---|
| Grade Level | Average Class Size | K | 23.00 | 1 | 3 |
| 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 (2019–2020)

| | | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ | |
|--------------------|---------------------------|---|--|--|---|
| Grade Level | Average Class Size | K | 22.00 | 1 | 3 |
| 1 | 24.00 | | 3 | | |
| 2 | 24.00 | | 2 | | |
| 3 | 24.00 | | 3 | | |
| 4 | 34.00 | | | 1 | |
| 5 | 35.00 | | | 2 | |
| 6 | 25.00 | | 2 | | |
| Other** | 25.00 | | 1 | | |

* 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.

Last updated: 1/13/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 494.0 |

*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: 1/13/2021

Student Support Services Staff (School Year 2019–2020)

| | Number of FTE* Assigned to School |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.30 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.00 |
| Social Worker | |
| Nurse | 1.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | |
| Other | 0.30 |

*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: 1/13/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9269.40 | \$2648.52 | \$6620.89 | \$58937.67 |
| District | N/A | N/A | -- | \$78962.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7750.12 | \$83052.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/22/2021

Types of Services Funded (Fiscal Year 2019–2020)

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

- Before and After school tutoring
- Behavior Plan Modifications
- Student Success and Performance Teams (SSPT)
- Counseling Services
- Special Education Programs

- Mentoring

- Parenting Classes

- Afterschool Enrichment

- Community Partnerships

Last updated: 1/13/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|------------------------|---|
| Beginning Teacher Salary | \$46,587 | \$50,029 |
| Mid-Range Teacher Salary | \$74,412 | \$77,680 |
| Highest Teacher Salary | \$92,389 | \$102,143 |
| Average Principal Salary (Elementary) | \$117,849 | \$128,526 |
| Average Principal Salary (Middle) | \$131,307 | \$133,574 |
| Average Principal Salary (High) | \$135,702 | \$147,006 |
| Superintendent Salary | \$350,000 | \$284,736 |
| Percent of Budget for Teacher Salaries | 29.00% | 33.00% |
| 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: 1/13/2021

Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |