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.

Kim Clerx, Principal

- Principal, Accelerated

About Our School

Providing elementary and middle school education to students in Kindergarten through eighth grade, The Accelerated School (TAS K-8) was founded in 1994. The premise was ambitious, yet simple: good schools transform communities,

"community" is created by shared values and common goals—and that all children can learn and achieve. TAS K-8 holds a 97% attendance rate for grades K-8 and is considered a national model for education reform. TAS continues to earn widespread acknowledgement and respect. Equally significant is the role of TAS K-8 education in helping cultivate prosperous and fulfilling lives for its students and families—and its power to inspire and rejuvenate communiteis.

Principal's Comment

Kim Clerx has been an educational leader for over 15 years serving as classroom teacher, Teacher on Special Assignment, Assistant Principal, and Principal of Metro Charter Elementary which was started by parents of the community in DTLA. Her skills include staff development, community engagement, communications and team building.

Ms. Clerx graduated with a Bachelor of Arts in Sociology, Master of Arts in Education, and Masters in Educational Leadership from UCLA's Principal Leadership Institute.

Kim has served TAS (K-8) as Assistant Principal with distinction from July 2019 and has been promoted to Principal of TAS (K-8) as of July 2020.

Contact

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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
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4000 South Main St.
City, State, Zip
Los Angeles, Ca, 90037-1022
Phone Number
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Principal

Kim Clerx, Principal
Email Address
kclerx@accelerated.org
Website
http://accelerated.org
County-District-School (CDS) Code
19647336112536
Last updated: 1/12/2021

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

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.

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: 1/12/2021

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	68
Grade 2	68
Grade 3	69
Grade 4	69
Grade 5	69
Grade 6	65
Grade 7	125
Grade 8	121
Total Enrollment	741

Last updated: 1/12/2021

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

Student Group	Percent of Total Enrollment
Black or African American	1.10 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.10 %
Hispanic or Latino	96.90 %
Native Hawaiian or Pacific Islander	%
White	%

Student Group	Percent of Total Enrollment
Two or More Races	%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.50 %
English Learners	36.80 %
Students with Disabilities	9.40 %
Foster Youth	0.10 %
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	38	38	38	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Last updated: 1/12/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0

Indicator	2018–2019	2019–2020	2020–2021
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 1/12/2021

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

Year and month in which the data were collected: August 2020

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	Yes	0.00 %
Mathematics	McGraw-Hill My Math & Study Sync	Yes	0.00 %
Science	McGraw-Hill Inspire Science	Yes	0.00 %
History-Social Science	Harcourt Brace/McDougal Littell	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2021

School Facility Conditions and Planned Improvements

The school conducts semi-annual maintenance projects such as painting, waxing floors and cleaning carpets. The Accelerated School has a comprehensive site specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place. The Accelerated School 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: 1/12/2021

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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: March 2020

Overall Rating	Good

Last updated: 1/12/2021

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)	44.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	27.0%	N/A	34.0%	N/A	39%	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: 1/12/2021

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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: 1/12/2021

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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: 1/12/2021

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)	21	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: 1/12/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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: 1/12/2021

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)

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
5	N/A	N/A	N/A
7	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: 1/12/2021

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)

The Accelerated School (TAS) 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.

Many programs are in place that build strong parent and family engagement programs. They are foundational in supporting strong school-family partnerships in our school community. Shared leadership occurs through our district parent committees, District Advisory and District English Learner Advisory with site leadership committees, School Site Council, English Learner Advisory, and SAW Parent Advisory.

Monthly parent meetings where families meet in two key ways: Parents meet in small classroom groups with their child's teacher to receive information about grade level academic standards, their child's learning progress, classroom activities and ways to support learning at home. Translation is provided.

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

Vibrant Culture of Volunteerism: Parents volunteer inside and outside of the classrooms as a way to support their child's education.

Last updated: 1/12/2021

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	0.40%	0.30%	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: 1/12/2021

School Safety Plan (School Year 2020–2021)

At TAS we believe that descipline 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 socual interactions school-wide, TAS has developed a school wide plan for positive discipline and support. Together, students, staff and families will build a foundation that studens 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 mutal respect for self and for others so that power learning will take.

Components of TAS 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 Prtnerships Between Faculty, Students, and Families; Reasonable and Appropriate Consequences and Nagative 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.

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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00		2	3
1	25.00		3	
2	24.00		3	
3	24.00		3	
4	35.00			2
5	35.00			2
6	26.00	2	5	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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00		2	3
1	24.00		3	

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+	
		K	19.00	2	3
2	24.00		3		
3	26.00		3		
4	35.00			2	
5	36.00			2	
6	25.00	1	14		
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)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+	
		K	22.00	1	3
1	23.00		3		
2	23.00		3		
3	23.00		3		
4	27.00		3		
5	28.00		3		
6	20.00	10	15	1	
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.
Last updated: 1/12/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	6	6	1
Mathematics	24.00	3	8	
Science	26.00	2	8	
Social Science	26.00	2	7	1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00		12	5
Mathematics	20.00	13	2	1
Science	21.00	7	4	1
Social Science	22.00	7	4	1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	8	7	
Mathematics	25.00	3	8	
Science	25.00	4	6	
Social Science	25.00	3	7	

* 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.

Last updated: 1/12/2021

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

	Title
Pupils to Academic Counselor*	

*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: 1/12/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

	Number of FTE* Assigned to School
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.40

*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: 1/12/2021

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	$12395.38	$4500.38	$7895.00	$55019.79
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)

TAS will provide the necessary support to ensure that students meet standards...supports include:
- Before & After school tutoring Behavior modification plans
- student success performance teams (SSPT)
- Counselilng services
- Special Education Program
- Daily Academic Intervention Classes
- Daily Enrichment Classes
- Saturday Academic Intervention
- Afterschool enrichment classes (KTAP & YPI)
- Community Partneships (Robey Theater, USC Troy Camp, UCLA Math Institute, LADOT, Summer Encounters, LAPD, Pepperdine University, Coulburn School of
Arts)
- Foster Grandparent Program
- Network for a Healthy California: Harvest of the Month; student and parent education
- Khan Academy, ALEKS, FLEX
Last updated: 1/12/2021

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%

Category	District Amount	State Average For Districts In Same Category
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: 1/12/2021

Professional Development

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