

Acelerado
Informe de responsabilidad escolar 2020—2021
Reportado utilizando datos del año escolar 2020—
2021
Departamento de Educación de California

Dirección: 4000 South Main St.
Los Ángeles, CA,
90037-1022

Principal: Kim Clerk, Directora

Teléfono: (323) 235-6343

**Rango de
grado:** K-8

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

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.

About This School

Kim Clerx, Principal

Principal, Accelerated

About Our School

TAS provides elementary and middle school education to students in grades kindergarten through 8th grade.

When TAS opened its doors in 1994, it was groundbreaking. The premise was ambitious, yet simple: good schools transform communities and community is created with shared values and common goals. In the decades since its founding, TAS became a national model for education reform.

Today, TAS continues to set high standards for educational achievement and possibilities. It provides a rigorous yet nurturing academic learning environment with high expectations of students and a strong belief that all children are gifted, and can learn and achieve their full potential.

Our staff and teachers, together with our parents, work to help ensure our students are prepared to succeed and thrive in high school.

I am proud to be leading of one of the founding schools of the charter school movement in Los Angeles, CA started in 1993 with such a highly supportive and academic challenging environment that prepares our students to be competent and confident learners in college, career, and beyond.

With each school year, there's a feeling of excitement, of new beginnings and of new possibilities. That's what I look forward to as I start this new school year with TAS, and it's what carries me forward.

I look forward to working with the TAS family – new and old, building upon our great tradition of excellence, and to reach beyond our current heights to accelerate students further than we ever have!

Contact

Accelerated
4000 South Main St.
Los Angeles, CA 90037-1022

Phone: (323) 235-6343

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Accelerated
Street	4000 South Main St.
City, State, Zip	Los Angeles, CA , 90037-1022
Phone Number	(323) 235-6343
Principal	Kim Clerx, Principal
Email Address	kclerx@accelerated.org
Website	http://accelerated.org
County-District-School (CDS) Code	19647336112536

School Description and Mission Statement (School Year 2021—2022)

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.

TAS provides elementary and middle school education to students in grades kindergarten through 8th grade.

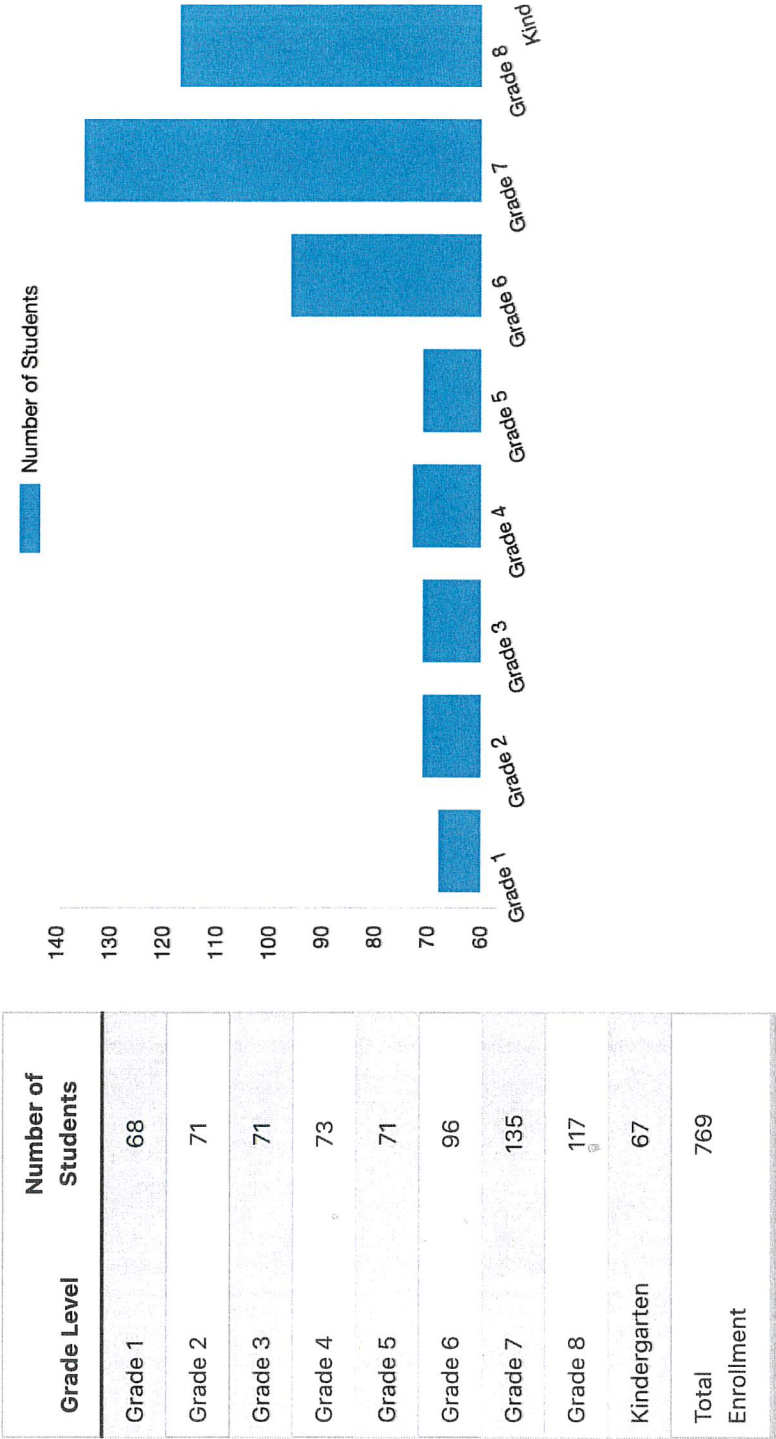
When TAS opened its doors in 1994, it was groundbreaking. The premise was ambitious, yet simple: good schools transform communities and community is created with shared values and common goals. In the decades since its founding, TAS became a national model for education reform.

Today, TAS continues to set high standards for educational achievement and possibilities. It provides a rigorous yet nurturing academic learning environment with high expectations of students and a strong belief that all children are gifted, and can learn and achieve their full potential.

Our staff and teachers, together with our parents, work to help ensure our students are prepared to succeed and thrive in high school.

Last updated: 1/28/22

Student Enrollment by Grade Level (School Year 2020–2021)



Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	47.46%
Male	52.53%
Non-Binary	0.00%
English Learners	40.40%
Foster Youth	0.10%
Homeless	0.00%
At-Risk	0.00%

American Indian or Alaska Native	Percent of Total
Student Group	Enrollment

Immigrant	Percent of Total
Student Group (Other)	Enrollment

Asian	0.00%
Black or African American	0.01%
Filipino	0.00%
Hispanic or Latino	98.18%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Socioeconomically Disadvantaged	97.90%
Students with Disabilities	12.10%

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

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020–2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:
Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: February 2022

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%
Mathematics	McGraw Hill My Math and Study Sync	Yes	0%
Science	McGraw Hill Inspire Science	Yes	0%
History-Social Science	Harcourt Brace/McDougal Littell	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 5/25/22

School Facility Conditions and Planned Improvements

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Last updated: 1/28/22

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: January 2022

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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds,	Good	

Windows/Doors/Gates/Fences	Repair Needed and	
Overall Facility Rate	Rating	Action Taken or Planned
System Inspected		
Year and month of the most recent FIT report: January 2022		
Overall Rating	Good	
Last updated: 1/28/22		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following

health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School		District		State	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local

assessments. Therefore, the 2020–2021 data between school years for the assessments is therefore the 2020–2021 data between school years for the

school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/28/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested		Percent Tested		Percent Not Tested		Percent Met or Exceeded	
All Students	540	NT	NT	NT	NT	NT	NT	NT	NT
Female	257	NT	NT	NT	NT	NT	NT	NT	NT
Male	283	NT	NT	NT	NT	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT	NT	NT	NT	NT
Hispanic or Latino	534	NT	NT	NT	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
English Learners	180	NT	NT	NT	NT	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	NT	NT	NT	NT
Homeless									
Military	--	NT	NT	NT	NT	NT	NT	NT	NT

Student Group	Total Enrollment	Number Tested		Percent Tested		Percent Not Tested		Percent Met or Exceeded

Socioeconomically Disadvantaged	498	NT	NT	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0	0	0	0
Students with Disabilities	70	NT	NT	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/28/22

**CAASPP Test Results in Mathematics by Student Group for students taking
and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested		Percent Tested		Percent Not Tested		Percent Met or Exceeded	
All Students	540	NT	NT	NT	NT	NT	NT	NT	NT
Female	257	NT	NT	NT	NT	NT	NT	NT	NT
Male	283	NT	NT	NT	NT	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT	NT	NT	NT	NT
Hispanic or Latino	534	NT	NT	NT	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
English Learners	180	NT	NT	NT	NT	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	NT	NT	NT	NT
Homeless									
Military	--	NT	NT	NT	NT	NT	NT	NT	NT

Student Group	Total Enrollment	Number Tested		Percent Tested		Percent Not Tested		Percent Met or Exceeded

Socioeconomically Disadvantaged	498	NT	NT	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0	0	0	0
Students with Disabilities	70	NT	NT	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/28/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): i-Ready
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	212	211	99.5	0.5	34
Female	101	101	100	0	42
Male	111	110	99	1	27
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	209	208	99.5	0.5	34
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	88	88	100	0	13
Foster Youth					
Homeless					
Military					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent At or Above Grade Level	
				Percent Not Tested	Percent Above Grade Level

Socioeconomically Disadvantaged	207	206	99.5	0.5	35
Students Receiving Migrant Education Services					
Students with Disabilities	17	17	100	0	12

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/25/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	340	197	58	42	29
Female	156	80	51	49	35
Male	183	117	64	36	26
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	335	197	59	41	29
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	

Socioeconomically Disadvantaged						
Students Receiving Migrant Education Services						
Students with Disabilities						

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/25/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): i-Ready
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	212	211	99.5	0.5	23
Female	101	101	100	0	25
Male	111	110	99	1	22
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	209	208	99.5	0.5	23
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	88	88	100	0	9
Foster Youth					
Homeless					
Military					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent At or Above Grade Level	
				Percent Not Tested	Percent Above Grade Level

Socioeconomically Disadvantaged	207	206	99.5	0.5	24
Students Receiving Migrant Education Services					
Students with Disabilities	17	17	100	0	12

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/25/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	
					Tested	Level
All Students	340	198	58	42	15	
Female	156	82	53	47	18	
Male	183	116	63	37	13	
American Indian or Alaska Native						
Asian						
Black or African American						
Filipino						
Hispanic or Latino	335	198	59	41	15	
Native Hawaiian or Pacific Islander						
Two or More Races						
White						
English Learners						
Foster Youth						
Homeless						
Military						

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	

Socioeconomically Disadvantaged						
Students Receiving Migrant Education Services						
Students with Disabilities						

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/25/22

**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		District		State	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID–19 pandemic and resulting summative testing suspension. The Executive Order N–30–20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/28/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested		Percent Tested		Percent Not Tested		Percent Met or Exceeded	
All Students	188	NT	NT	NT	NT	NT	NT	NT	NT
Female	102	NT	NT	NT	NT	NT	NT	NT	NT
Male	86	NT	NT	NT	NT	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT	NT	NT	NT	NT
Hispanic or Latino	182	NT	NT	NT	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
English Learners	52	NT	NT	NT	NT	NT	NT	NT	NT
Foster Youth	0	0	0	0	0	0	0	0	0
Homeless									
Military	0	0	0	0	0	0	0	0	0
Socioeconomically Disadvantaged	174	NT	NT	NT	NT	NT	NT	NT	NT

Student Group	Total Enrollment	Number Tested		Percent Tested		Percent Not Tested		Met or Exceeded

Students Receiving Migrant Education Services	0	0	0	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/28/22

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 2020–2021)

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	--	--	--	--	--	--
7	--	--	--	--	--	--
9	N/A	N/A	N/A	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/28/22

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 2021-2022)

null

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
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	759	757	235	31.0
Female	371	371	107	28.8
Male	388	386	128	33.2
American Indian or Alaska Native	0	0	0	33.2
Asian	0	0	0	0.0
Black or African American	9	8	4	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	748	747	230	30.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	312	311	104	33.4
Foster Youth	4	3	3	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	744	742	226	30.5

Student Group	Cumulative Enrollment	Chronic Absenteeism		Chronic Absenteeism Count	Chronic Absenteeism Rate
		Eligible Enrollment			

Students Receiving Migrant Education Services	0	0	0	0	0.0
Students with Disabilities	98	96	42	43.8	

Last updated:

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		District		State	
	2018-2019	2020-2021	2018-2019	2020-2021	2018-2019	2020-2021
Suspensions	0.26%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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		District		State	
	2019-2020		2019-2020		2019-2020	
Suspensions	0.00%		0.44%		2.45%	
Expulsions	0.00%		0.02%		0.05%	

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/28/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

null

Last updated: 1/28/22

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

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	
2	24.00		3	
3	26.00		3	
4	35.00			2
5	36.00			2
6	25.00	1	14	
Other**				0

* 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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
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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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		7	
1	23.00		6	
2	23.00		6	
3	24.00		6	
4	23.00	2	4	
5	23.00	3	5	
6	22.00	8	18	
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 (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	
Math	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	
Math	20.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	6	8	
Math	22.00	2	7	1
Science	24.00	3	7	
Social Science	24.00	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: 1/28/22

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	769

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.50

Last updated: 12/31/99

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures		Expenditures Per Pupil		Expenditures (Expenditures)		Average Teacher	
	Per Pupil	Expenditures	Per Pupil	Expenditures	Per Pupil	Expenditures	Per Pupil	Expenditures
Level	Expenditures		Expenditures (Restricted)		Expenditures (Unrestricted)		Average Teacher	
	Per Pupil	Expenditures	Per Pupil	Expenditures	Per Pupil	Expenditures	Per Pupil	Expenditures
School Site	\$17895.29		\$4429.69		\$13465.60		\$85486.94	
District	N/A		N/A		--		\$78721.00	
Percent Difference - School Site and District	N/A		N/A		--		--	
State	N/A		N/A		\$8443.83		\$84665.00	
Percent Difference - School Site and State	N/A		N/A		--		--	

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

Last updated: 5/25/22

Types of Services Funded (Fiscal Year 2020–2021)

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)
- Counselling services
- Special Education Program
- Daily Academic Intervention Classes
- Daily Enrichment Classes
- Saturday Academic Intervention
- Afterschool enrichment classes (ARC)
- Community Partnerships (Robey Theater, USC Troy Camp, UCLA Math Institute, LADOT, Summer Encounters, LAPD, Pepperdine University, Coulburn School of Arts)
- Foster Grandparent Program
- Student and parent education
- Khan Academy, ALEKS, FLEX

Last updated: 5/25/22

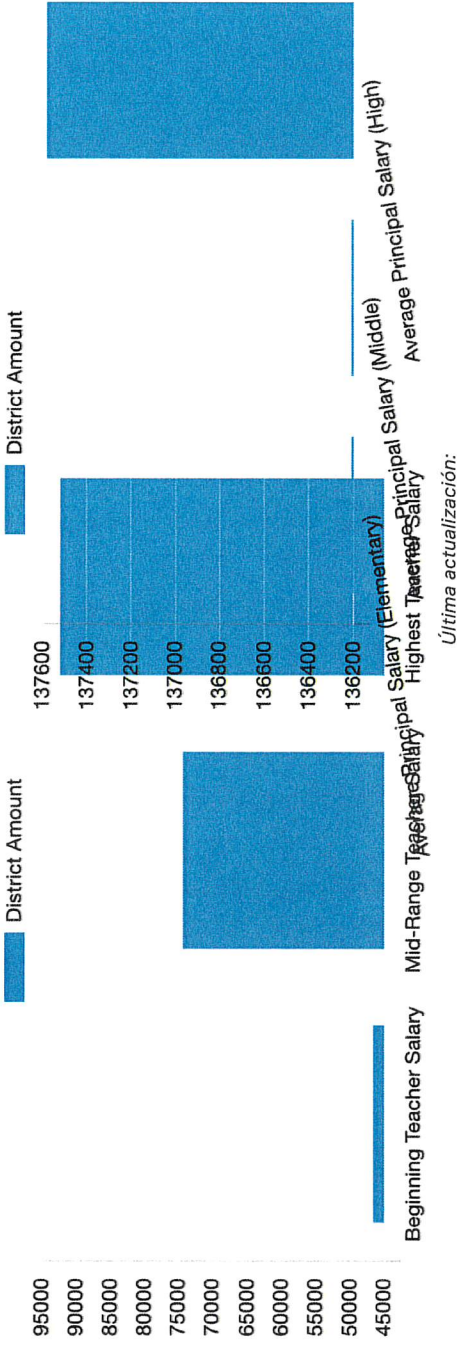
Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Salario principal promedio (alto)	\$137581.00	--

Salario del superintendente	\$350000.00	\$297037.00
State Average For Districts In Same Category		
Category	District Amount	Category

Porcentaje del presupuesto para salarios de maestros	28,00%	32,00%
Porcentaje del presupuesto para salarios administrativos	5,00%	5,00%

Para obtener información detallada sobre los salarios, consulte la página web de CDE Certificated Salaries & Benefits en <https://www.cde.ca.gov/ds/fd/cs/>.



Desarrollo profesional

Medida	2019-2020	2020-2021	2021-2022
Número de días escolares dedicados al desarrollo del personal y la mejora continua	10	10	10

